Apprenticeship and Industry Training

Tilesetter

Apprenticeship Course Outline

2013 (2013)

Alberta

Apprenticeship and Industry Training

ALBERTA ENTERPRISE AND ADVANCED EDUCATION

Tilesetter : apprenticeship course outline

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Apprenticeship

Apprenticeship is post-secondary education with a difference. Apprenticeship begins with finding an employer. Employers hire apprentices, pay their wages and provide on-the-job training and work experience. Approximately 80 per cent of an apprentice's time is spent on the job under the supervision of a certified journeyperson or qualified tradesperson. The other 20 per cent involves technical training provided at, or through, a post-secondary institution – usually a college or technical institute.

To become certified journeypersons, apprentices must learn theory and skills, and they must pass examinations. Requirements for certification—including the content and delivery of technical training—are developed and updated by the Alberta Apprenticeship and Industry Training Board on the recommendation of Tilesetter Provincial Apprenticeship Committee.

The graduate of the Tilesetter apprenticeship program is a certified journeyperson who will be able to:

- know the principles of sound and safe construction
- know the characteristics and proper use of tilesetting materials
- read blueprints, shop drawings and calculate quantities of materials
- be proficient in the safe use and maintenance of hand and powered tools
- be familiar with the work of other tradespeople in the building industry
- perform assigned tasks in accordance with quality and production standards required by industry

Apprenticeship and Industry Training System

Industry-Driven

Alberta's apprenticeship and industry training system is an industry-driven system that ensures a highly skilled, internationally competitive workforce in more than 50 designated trades and occupations. This workforce supports the economic progress of Alberta and its competitive role in the global market. Industry (employers and employees) establishes training and certification standards and provides direction to the system through an industry committee network and the Alberta Apprenticeship and Industry Training Board. The Alberta government provides the legislative framework and administrative support for the apprenticeship and industry training system.

Alberta Apprenticeship and Industry Training Board

The Alberta Apprenticeship and Industry Training Board provides a leadership role in developing Alberta's highly skilled and trained workforce. The board's primary responsibility is to establish the standards and requirements for training and certification in programs under the Apprenticeship and Industry Training Act. The board also provides advice to the Minister of Advanced Education on the needs of Alberta's labour market for skilled and trained workers, and the designation of trades and occupations.

The thirteen-member board consists of a chair, eight members representing trades and four members representing other industries. There are equal numbers of employer and employee representatives.

Industry Committee Network

Alberta's apprenticeship and industry training system relies on a network of industry committees, including local and provincial apprenticeship committees in the designated trades, and occupational committees in the designated occupations. The network also includes other committees such as provisional committees that are established before the designation of a new trade or occupation comes into effect. All trade committees are composed of equal numbers of employer and employee representatives. The industry committee network is the foundation of Alberta's apprenticeship and industry training system.

Local Apprenticeship Committees (LAC)

Wherever there is activity in a trade, the board can set up a local apprenticeship committee. The board appoints equal numbers of employee and employer representatives for terms of up to three years. The committee appoints a member as presiding officer. Local apprenticeship committees:

- monitor apprenticeship programs and the progress of apprentices in their trade, at the local level
- make recommendations to their trade's provincial apprenticeship committee (PAC) about apprenticeship and certification in their trade
- promote apprenticeship programs and training and the pursuit of careers in their trade
- make recommendations to the board about the appointment of members to their trade's PAC
- help settle certain kinds of disagreements between apprentices and their employers
- carry out functions assigned by their trade's PAC or the board

Provincial Apprenticeship Committees (PAC)

The board establishes a provincial apprenticeship committee for each trade. It appoints an equal number of employer and employee representatives, and, on the PAC's recommendation, a presiding officer - each for a maximum of two terms of up to three years. Most PACs have nine members but can have as many as twenty-one. Provincial apprenticeship committees:

- Make recommendations to the board about:
    - standards and requirements for training and certification in their trade
    - courses and examinations in their trade
    - apprenticeship and certification
    - designation of trades and occupations
    - regulations and orders under the Apprenticeship and Industry Training Act
- monitor the activities of local apprenticeship committees in their trade
- determine whether training of various kinds is equivalent to training provided in an apprenticeship program in their trade
- promote apprenticeship programs and training and the pursuit of careers in their trade
- consult with other committees under the Apprenticeship and Industry Training Act about apprenticeship programs, training and certification and facilitate cooperation between different trades and occupations
- consult with organizations, associations and people who have an interest in their trade and with employers and employees in their trade
- may participate in resolving certain disagreements between employers and employees
- carry out functions assigned by the board

Tilesetter PAC Members at the Time of Publication

Mr. A. Novello	Calgary	Presiding Officer
Mr. M. Daniels	Edmonton	Employer
Mr. T, Martin	Edmonton	Employer
Mr. C. Rhyason	Calgary	Employer
Mr. A. Gentili	Edmonton	Employee
Ms. A Mauer	Edmonton	Employee
Mr. V. Procopio	Calgary	Employee

Alberta Government

Alberta Advanced Education works with industry, employer and employee organizations and technical training providers to:

- facilitate industry's development and maintenance of training and certification standards
- provide registration and counselling services to apprentices and employers
- coordinate technical training in collaboration with training providers
- certify apprentices and others who meet industry standards

Technical Institutes and Colleges

The technical institutes and colleges are key participants in Alberta's apprenticeship and industry training system. They work with the board, industry committees and Alberta Advanced Education to enhance access and responsiveness to industry needs through the delivery of the technical training component of apprenticeship programs. They develop lesson plans from the course outlines established by industry and provide technical training to apprentices.

Apprenticeship Safety

Safe working procedures and conditions, incident/injury prevention, and the preservation of health are of primary importance in apprenticeship programs in Alberta. These responsibilities are shared and require the joint efforts of government, employers, employees, apprentices and the public. Therefore, it is imperative that all parties are aware of circumstances that may lead to injury or harm.

Safe learning experiences and healthy environments can be created by controlling the variables and behaviours that may contribute to or cause an incident or injury. By practicing a safe and healthy attitude, everyone can enjoy the benefit of an incident and injury free environment.

Alberta Apprenticeship and Industry Training Board Safety Policy

The Alberta Apprenticeship and Industry Training Board (board) fully supports safe learning and working environments and emphasizes the importance of safety awareness and education throughout apprenticeship training- in both on-the- job training and technical training. The board also recognizes that safety awareness and education begins on the first day of on-the-job training and thereby is the initial and ongoing responsibility of the employer and the apprentice as required under workplace health and safety training. However the board encourages that safe workplace behaviour is modeled not only during on-the-job training but also during all aspects of technical training, in particular, shop or lab instruction. Therefore the board recognizes that safety awareness and training in apprenticeship technical training reinforces, but does not replace, employer safety training that is required under workplace health and safety legislation.

The board has established a policy with respect to safety awareness and training:

> **The board promotes and supports safe workplaces, which embody a culture of safety for all apprentices, employers and employees. Employer required safety training is the responsibility of the employer and the apprentice, as required under legislation other than the *Apprenticeship and Industry Training Act*.**

The board's complete document on its 'Apprenticeship Safety Training Policy' is available at www.tradesecrets.alberta.ca; access the website and conduct a search for 'safety training policy'.

Implementation of the policy includes three common safety learning outcomes and objectives for all trade course outlines. These common learning outcomes ensure that each course outline utilizes common language consistent with workplace health and safety terminology. Under the title of 'Standard Workplace Safety', this first section of each trade course outline enables the delivery of generic safety training; technical training providers will provide trade specific examples related to the content delivery of course outline safety training.

Occupational Health and Safety

A tradesperson is often exposed to more hazards than any other person in the work force and therefore should be familiar with and apply the Occupational Health and Safety Act, Regulations and Code when dealing with personal safety and the special safety rules that apply to all daily tasks.

Occupational Health and Safety (A division of Alberta Human Services) conducts periodic inspections of workplaces to ensure that safety regulations for industry are being observed.

Additional information is available at www.humanservice.alberta.ca

Technical Training

Apprenticeship technical training is delivered by the technical institutes and many colleges in the public post-secondary system throughout Alberta. The colleges and institutes are committed to delivering the technical training component of Alberta apprenticeship programs in a safe, efficient and effective manner. All training providers place great emphasis on safe technical practices that complement safe workplace practices and help to develop a skilled, safe workforce.

The following institutions deliver Tilesetter apprenticeship technical training:

Southern Alberta Institute of Technology (SAIT) – Calgary and Edmonton Campus

Procedures for Recommending Revisions to the Course Outline

Advanced Education has prepared this course outline in partnership with the Tilesetter Provincial Apprenticeship Committee.

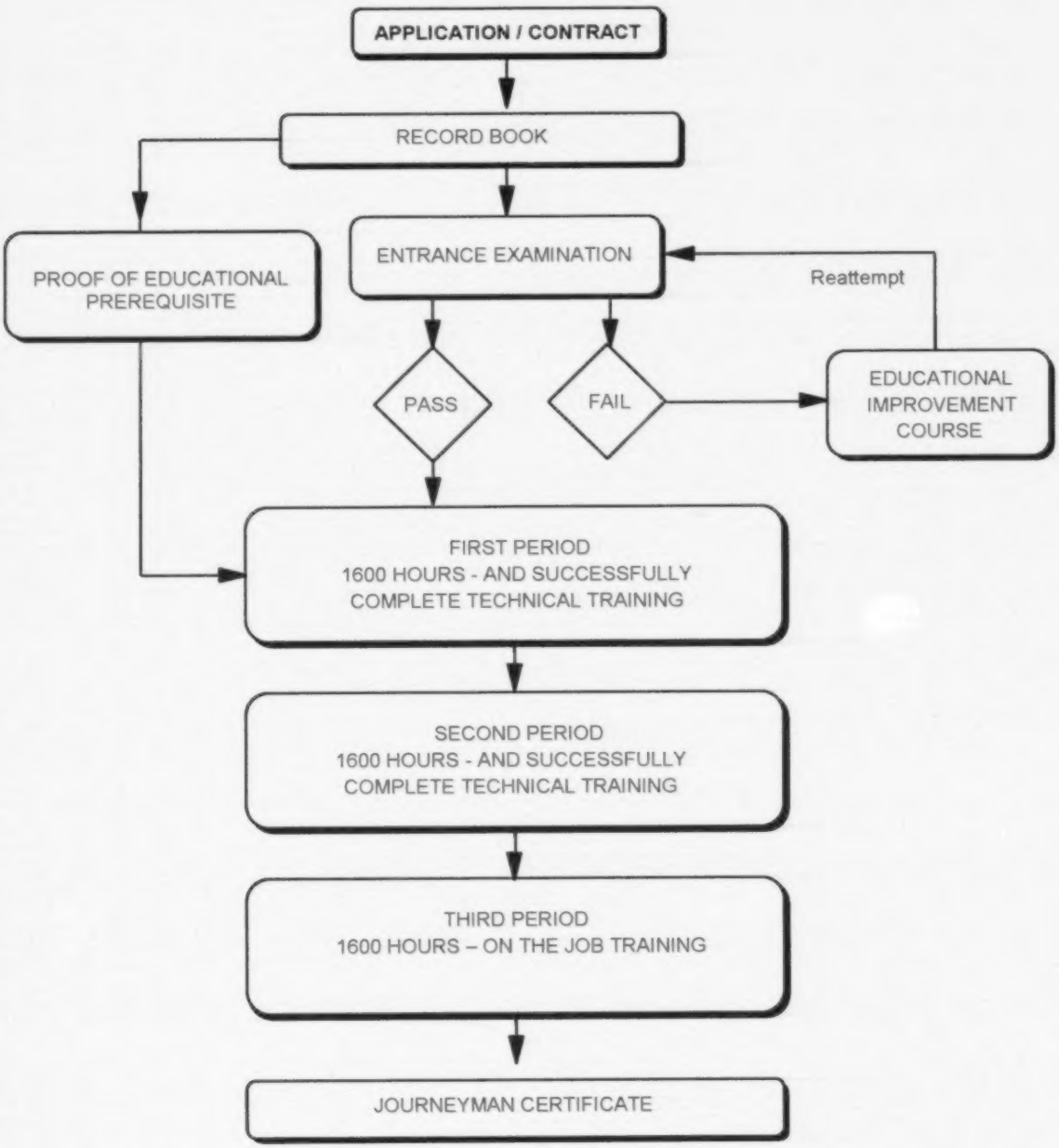
This course outline was approved on December 14, 2012 by the Alberta Apprenticeship and Industry Training Board on a recommendation from the Provincial Apprenticeship Committee. The valuable input provided by representatives of industry and the institutions that provide the technical training is acknowledged.

Any concerned individual or group in the province of Alberta may make recommendations for change by writing to:

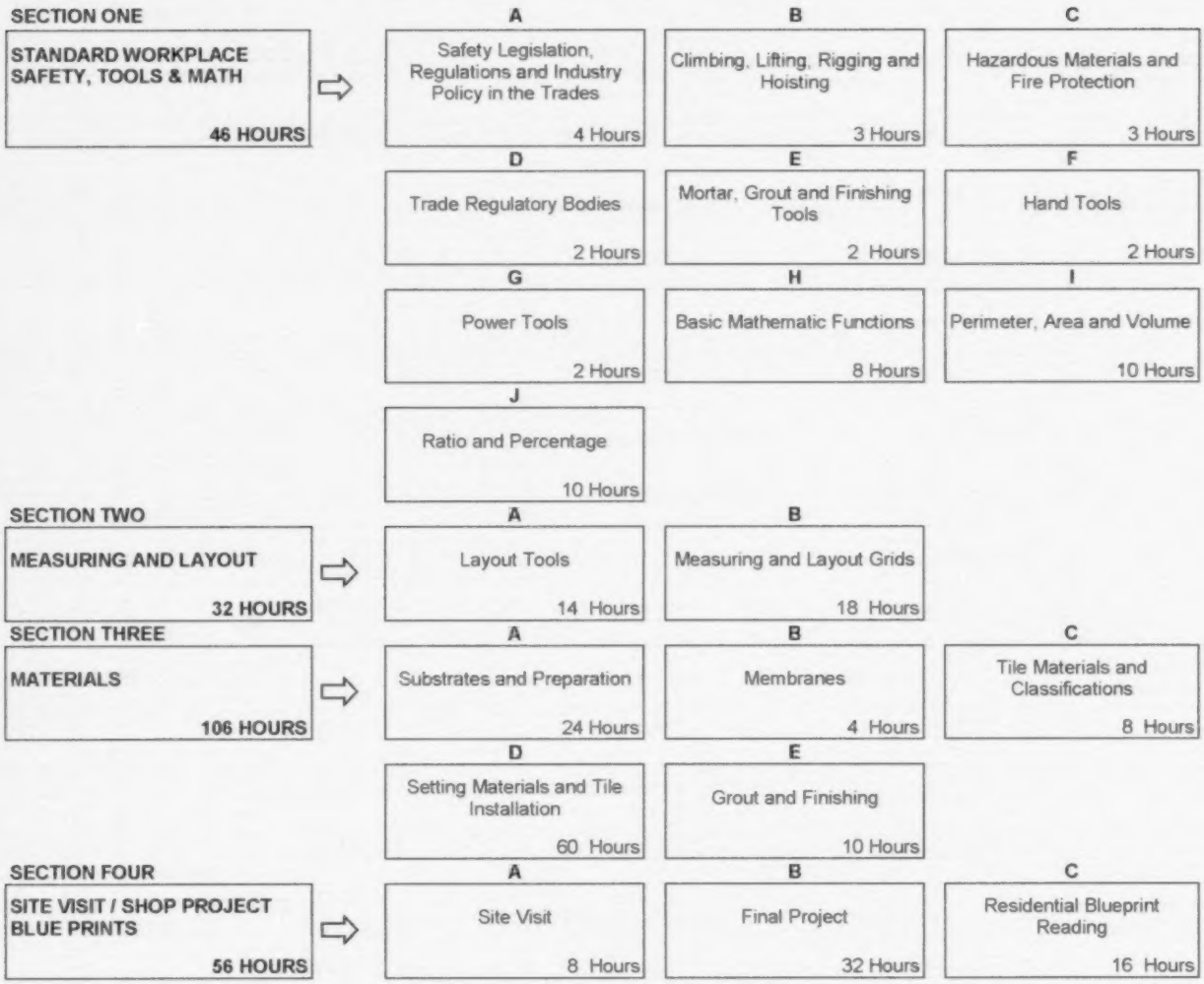
Tilesetter Provincial Apprenticeship Committee
c/o Industry Programs and Standards
Apprenticeship and Industry Training
Advanced Education
10th floor, Commerce Place
10155 102 Street NW
Edmonton AB T5J 4L5

It is requested that recommendations for change refer to specific areas and state references used. Recommendations for change will be placed on the agenda for regular meetings of the Tilesetter Provincial Apprenticeship Committee.

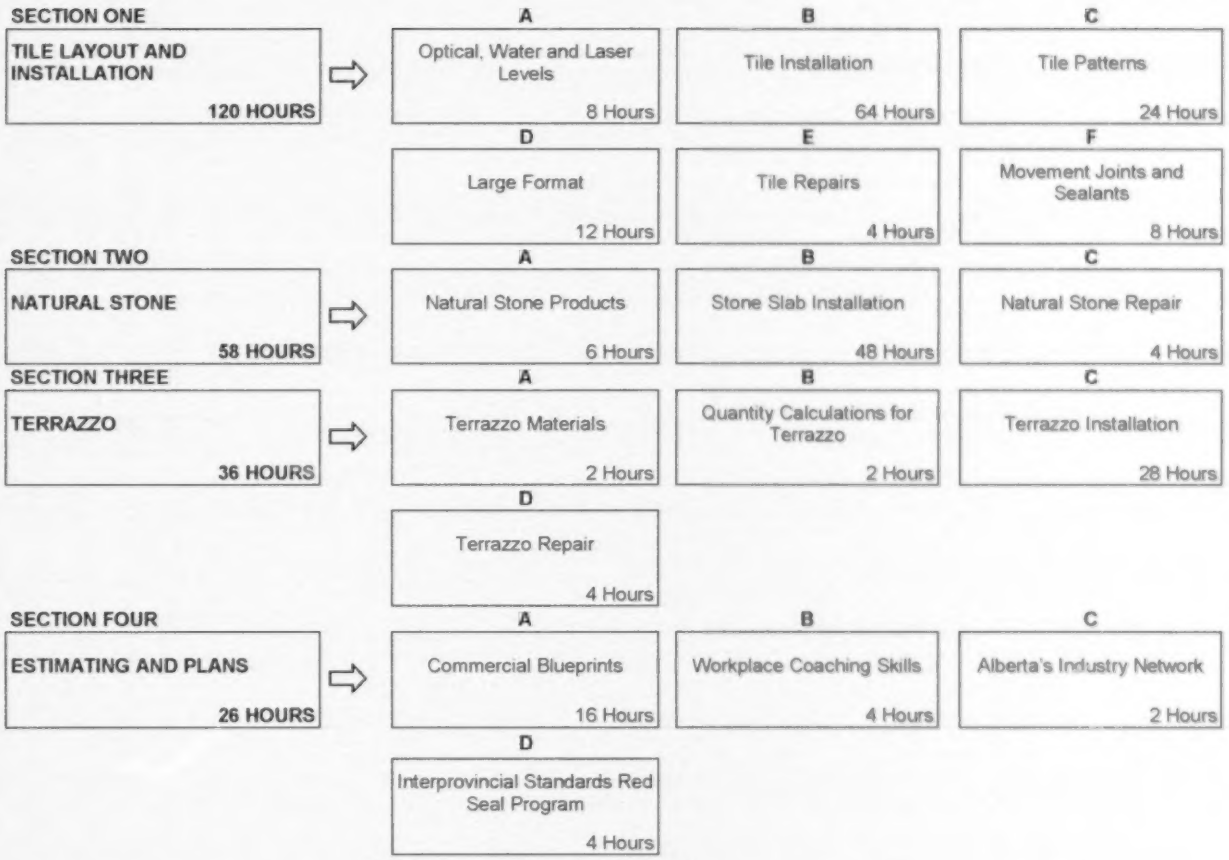
Apprenticeship Route toward Certification



Tilesetter Training Profile
First Period
(8 Weeks 30 Hours per Week – Total of 240 Hours)



Second Period
(8 Weeks 30 Hours per Week – Total of 240 Hours)



NOTE: The hours stated are for guidance and should be adhered to as closely as possible. However, adjustments must be made for rate of apprentice learning, statutory holidays, registration and examinations for the training establishment and Apprenticeship and Industry Training.

FIRST PERIOD TECHNICAL TRAINING
TILESETTER TRADE
COURSE OUTLINE

UPON SUCCESSFUL COMPLETION OF THIS PROGRAM THE APPRENTICE SHOULD BE ABLE TO PERFORM THE FOLLOWING OUTCOMES AND OBJECTIVES.

SECTION ONE: ..... STANDARD WORKPLACE SAFETY, TOOLS & MATH ..... 46 HOURS

A. Safety Legislation, Regulations and Industry Policy in the Trades .....4 Hours

Outcome: ***Describe legislation, regulations and practices intended to ensure a safe work place in this trade.***

1. Demonstrate the ability to apply the Occupational Health and Safety Act, Regulation and Code.
2. Explain the role of the employer and employee in regard to Occupational Health and Safety (OH&S) regulations, Worksite Hazardous Materials Information Systems (WHMIS), fire regulations, Workers Compensation Board regulations, and related advisory bodies and agencies.
3. Explain industry practices for hazard assessment and control procedures.
4. Describe the responsibilities of workers and employers to apply emergency procedures.
5. Describe positive tradesperson attitudes with respect to housekeeping, personal protective equipment and emergency procedures.
6. Describe the roles and responsibilities of employers and employees with respect to the selection and use of personal protective equipment (PPE).
7. Select, use and maintain appropriate PPE for worksite applications.

B. Climbing, Lifting, Rigging and Hoisting ..... 3 Hours

Outcome: ***Describe the use of personal protective equipment (PPE) and safe practices for climbing, lifting, rigging and hoisting in this trade.***

1. Select, use and maintain specialized PPE for climbing, lifting and load moving equipment.
2. Describe manual lifting procedures using correct body mechanics.
3. Describe rigging hardware and the safety factor associated with each item.
4. Select the correct equipment for rigging typical loads.
5. Describe hoisting and load moving procedures.

C. Hazardous Materials and Fire Protection..... 3 Hours

Outcome: ***Describe the safety practices for hazardous materials and fire protection in this trade.***

1. Describe the roles, responsibilities features and practices related to the workplace hazardous materials information system (WHMIS) program.
2. Describe the three key elements of WHMIS.
3. Describe handling, storing and transporting procedures when dealing with hazardous material.
4. Describe safe venting procedures when working with hazardous materials.
5. Describe fire hazards, classes, procedures and equipment related to fire protection.

D. Trade Regulatory Bodies ..... 2 Hours

Outcome: ***Identify and comply with the various trade related regulatory bodies and industry standards.***

1. Discuss the origin and purpose of the National and Provincial Building Codes.
2. Recognize the Terrazzo, Tile and Marble Association of Canada (TTMAC) and Construction Specifications Canada (CSC) specifications and guidelines.
3. Recognize American Society for Testing and Materials (ASTM) and American National Standards Institute (ANSI) specifications related to tilesetting.
4. Discuss Leadership in Energy Efficient Design (LEED).

E. Mortar, Grout and Finishing Tools ..... 2 Hours

Outcome: ***Identify the tools specific to mortar, grout and finishing, and demonstrate their application.***

1. Recognize the various types of trowels and floats.
2. Demonstrate the use of trowels and floats.
3. Explain the use of mortar mixing and handling tools.
4. Demonstrate the use of mortar mixing and handling tools.

F. Hand Tools ..... 2 Hours

Outcome: ***Understand the usage of hand tools specific to the trade and demonstrate their application.***

1. Explain the purpose of tile cutters and rubbing stones and demonstrate their use.
2. Describe the purpose of tile biters, chisels and hammers and demonstrate their use.
3. Identify the purpose of various hand saws and demonstrate their use.

G. Power Tools ..... 2 Hours

Outcome: ***Identify the power tools specific to the trade and demonstrate the use of these tools.***

1. Describe the various power saws relevant to the trade and demonstrate their operation.
2. Select drills, screw guns and jack hammers used in the trade and demonstrate their operation.
3. Explain the use and purpose of grinders and demonstrate their operation.
4. Understand the maintenance requirements for power tools.

H. Basic Mathematic Functions ..... 8 Hours

Outcome: ***Solve mathematical problems using basic arithmetic.***

1. Demonstrate the use of metric/imperial conversion calculators.
2. Solve problems related to the rounding of whole numbers.
3. Solve problems related to basic arithmetic functions (addition, subtraction, multiplication and division).
4. Apply the metric system to weights and measures.
5. Apply the imperial system to weights and measures.

6. Use fractions in addition, subtraction, multiplication and division.
7. Convert between fractions and decimals.

I. Perimeter, Area and Volume ..... 10 Hours

Outcome: Solve mathematical problems using perimeter, area and volume formulas.

1. Calculate hypotenuse using Pythagorean Theorem (3-4-5 method).
2. Perform calculations using perimeter and circumference formulas.
3. Use formulas to calculate the area of various geometric shapes.
4. Calculate the volume of various geometric shapes.

J. Ratio and Percentage ..... 10 Hours

Outcome: Solve mathematical problems using ratio and percentage formulas.

1. Calculate the percentage value of a ratio.
2. Calculate the numeric value of a percentage.
3. Perform calculations using percentages.
4. Perform calculations using ratios.

SECTION TWO: .....MEASURING AND LAYOUT..... 32 HOURS

A. Layout Tools ..... 14 Hours

Outcome: Identify tools used specifically for layouts and demonstrate their application.

1. Understand the different measuring tools in both imperial and metric.
2. Demonstrate the use of measuring tools in imperial and metric.
3. Describe the use of different squares and related layout tools.
4. Demonstrate the use of different squares and related layout tools.
5. Describe the types of spirit levels and demonstrate their use.
6. Understand methods used to ensure the accuracy of tools.

B. Measuring and Layout Grids ..... 18 Hours

Outcome: Determine the process required to measure and layout various surface areas.

1. Demonstrate the ability to establish a grid.
2. Determine the optimum use of the grid.
3. Determine the level and square of the grid.

SECTION THREE:..... MATERIALS..... 106 HOURS

A. Substrates and Preparation ..... 24 Hours

Outcome: Describe suitable substrates and demonstrate the preparation methods.

1. Identify the types of wood substrates.
2. Identify the types of concrete block walls and cast in place concrete.
3. Identify the types of backer board and the installation techniques.

4. Describe the methods of installing tile onto metal substrates.
5. Discuss metal lath, reinforcing mesh for mortar beds and the installation methods.
6. Prepare the surface of various substrates for tile installation.
7. Discuss the various in-floor heating systems.

B. Membranes ..... 4 Hours

Outcome: ***Describe the types of membranes and perform methods of installation for membranes.***

1. Discuss the types of waterproof membranes and the installation process.
2. Discuss the types of crack isolation membranes and the installation process.
3. Discuss the types of uncoupling membranes and the installation process.
4. Demonstrate the installation process of a membrane.

C. Tile Materials and Classifications ..... 8 Hours

Outcome: ***Identify the various tile materials and their classifications.***

1. Describe ceramic tile and their classifications.
2. Describe quarry tile and their classifications.
3. Describe clay and cement pavers and their classifications.
4. Describe glass and metal tile and their classifications.
5. Describe porcelain tile and their classifications.
6. Describe edge profiles.

D. Setting Materials and Tile Installation ..... 60 Hours

Outcome: ***Describe the types of setting materials and demonstrate the installation processes.***

1. Explain the purpose of Portland cement, lime, and sand.
2. Describe the installation method used for various mortars.
3. Describe the installation method used for tile adhesives.
4. Describe the installation method used for epoxies.
5. Explain the purpose of latex and acrylic additives.
6. Demonstrate the installation process of setting materials.
7. Demonstrate procedures for installing tile on walls and other vertical surfaces
8. Demonstrate procedures for installing tile on floors and other horizontal surfaces.

E. Grout and Finishing ..... 10 Hours

Outcome: ***Identify the different types of grouts and sealers and demonstrate the application methods.***

1. Identify the various types of grout.
2. Describe the mixing and curing of grout.
3. Describe the cleaning methods for grout.
4. Identify the types of sealers.

5. Discuss surface mounted accessories and installation.
6. Demonstrate the various methods of grouting and finishing.

SECTION FOUR:.....SITE VISIT / SHOP PROJECT BLUE PRINTS.....56 HOURS

A. Site Visit .....8 Hours

Outcome: ***Identify the various tilesetting projects in a working job site.***

1. Visit a commercial or residential working job site or manufacturing facility.
2. Troubleshoot ongoing and completed projects.

B. Final Project..... 32 Hours

Outcome: ***Demonstrate skills learned by completing a shop project.***

1. Construct a project consisting of two walls, a mortar bed, membrane and tile.
2. Make necessary adjustments for completion of projects.

C. Residential Blueprint Reading..... 16 Hours

Outcome: ***Interpret blueprints.***

1. Interpret schedules and specifications.
2. Interpret elevation drawings.
3. Interpret section views.
4. Interpret floor plans and orthographic projections.
5. Interpret symbols and notations.
6. Interpret scaling and dimensioning.
7. Interpret sketch details.
8. Understand how to read metric and imperial scales.
9. Calculate material quantities from residential blueprints and specifications.

SECOND PERIOD TECHNICAL TRAINING
TILESETTER TRADE
COURSE OUTLINE

UPON SUCCESSFUL COMPLETION OF THIS PROGRAM THE APPRENTICE SHOULD BE ABLE TO PERFORM THE FOLLOWING OUTCOMES AND OBJECTIVES.

SECTION ONE:..... TILE LAYOUT AND INSTALLATION..... 120 HOURS

A. Optical, Water and Laser Levels ..... 8 Hours

Outcome: ***Describe the processes for establishing and transferring elevations and demonstrate the use of levels.***

1. Explain the use of optical levels.
2. Demonstrate the use of optical levels.
3. Explain the use of laser levels.
4. Demonstrate the use of laser levels.
5. Explain the use of water levels.
6. Demonstrate the use of water levels.

B. Tile Installation..... 64 Hours

Outcome: ***Explain the procedures used for specialized tile installation and demonstrate the installation processes.***

1. Describe the procedures for installing tile in spas and steam rooms.
2. Demonstrate the procedures for installing tile in spas and steam rooms.
3. Explain the processes for installing tile on stairs.
4. Demonstrate the processes for installing tile on stairs
5. Understand advanced geometric tile layouts.
6. Demonstrate the advanced layouts of geometric tiles.
7. Outline the procedures for installing tile on ceilings, elliptical openings, columns and arches.
8. Perform calculations using the appropriate mathematical formulas for elliptical openings and arches.
9. Complete tile projects for a round column and arch.
10. Discuss the types of in-floor heating systems.

C. Tile Patterns ..... 24 Hours

Outcome: ***Identify specialty tile patterns and murals and demonstrate the installation process.***

1. Discuss intricate tile designs and the various patterns.
2. Calculate the materials required for modular patterns.
3. Discuss the different types of murals.
4. Complete a tile mural project.

D. Large Format ..... 12 Hours

Outcome: ***Discuss large format tiles and installations and demonstrate a large format installation.***

1. Identify the various types of large format tiles.
2. Discuss the challenges of installing large format tiles.
3. Discuss the materials used for large format installation.
4. Demonstrate the processes used for large format installation.

E. Tile Repairs ..... 4 Hours

Outcome: ***Identify the causes of tile damage and apply various repair techniques.***

1. Describe circumstances that cause damage to tile work.
2. Explain the procedure for removing damaged and loose tile.
3. Demonstrate the process of removing damaged and loose tile.
4. Describe procedures for repairing and replacing backings for tile.
5. Demonstrate the replacement, re-grout and sealing of repaired tile work.

F. Movement Joints and Sealants ..... 8 Hours

Outcome: ***Describe the various movement joints, sealants and demonstrate the installation and application processes.***

1. Identify the types of movement joints and their differences.
2. Identify the different types of sealants.
3. Perform calculations to determine the location and required quantity of movement joints.
4. Demonstrate the installation process of movement joints.
5. Demonstrate the method of applying sealants.

SECTION TWO: ..... NATURAL STONE ..... 58 HOURS

A. Natural Stone Products ..... 6 Hours

Outcome: ***Recognize the distinct characteristics of natural stone products and explain their diversities.***

1. Explain the processing methods for natural stone.
2. Describe the diverse finishes of natural stone.
3. Describe the characteristics of various natural stone.
4. Discuss the challenges of natural stone installation.
5. Identify the different types of sealers specific to natural stone products.

B. Stone Slab Installation ..... 48 Hours

Outcome: ***Describe installation procedures for natural stone slabs and demonstrate honing and polishing.***

1. Discuss the inspection process and criteria in selecting stone slabs.
2. Explain the procedures for installation of stone slabs on horizontal surfaces.
3. Identify anchoring systems for vertical applications.

4. Demonstrate honing, polishing, mitering, drilling and preparing of natural stone.
5. Describe stone grouting, cleaning and sealing.

C. Natural Stone Repair ..... 4 Hours

Outcome: ***Describe the process used to repair natural stone.***

1. Describe the conditions that cause damage to natural stone.
2. Describe the techniques used to repair natural stone.
3. Describe the procedures to remove damaged natural stone slabs in anchoring systems.
4. Describe the procedures to replace natural stone slabs in anchoring systems.
5. Describe methods used to remove stains in natural stone.

SECTION THREE: .....TERRAZZO..... 36 HOURS

A. Terrazzo Materials .....2 Hours

Outcome: ***Describe the components of terrazzo.***

1. Identify the types of terrazzo.
2. Describe the various substrates for terrazzo.
3. Discuss the types of divider strips.
4. Describe the materials used in mixes for terrazzo.
5. Discuss the types of sealers and their purpose.

B. Quantity Calculations for Terrazzo .....2 Hours

Outcome: ***Perform calculations to determine terrazzo material quantities.***

1. Calculate material quantities for terrazzo toppings.
2. Calculate divider strip and expansion joint lengths for terrazzo.

C. Terrazzo Installation .....28 Hours

Outcome: ***Describe the procedures for installing terrazzo and demonstrate the process.***

1. Describe the procedures for the mixing and placement of underbeds.
2. Describe the placement of divider strips and expansion joints.
3. Describe the procedures for the placement of terrazzo mixes.
4. Describe seeding and rolling of terrazzo topcoats.
5. Describe procedures for curing terrazzo.
6. Describe the process for grinding and finishing terrazzo
7. Complete a terrazzo project with given specifications.

D. Terrazzo Repair .....4 Hours

Outcome: ***Describe the methods used to repair terrazzo.***

1. Describe the conditions that cause terrazzo to deteriorate, crack and spall.
2. Describe the procedures followed to repair damaged terrazzo.
3. Describe the procedures followed to match existing terrazzo.

SECTION FOUR: ..... ESTIMATING AND PLANS ..... 26 HOURS

A. Commercial Blueprints ..... 16 Hours

Outcome: ***Interpret blueprints and calculate material quantities.***

1. Interpret schedules and specifications.
2. Interpret elevation drawings.
3. Interpret section views.
4. Interpret floor plans.
5. Interpret symbols and notations.
6. Interpret scaling and dimensioning.
7. Calculate material quantities, including waste factors from commercial blueprints and specifications.
8. Estimate manpower requirements for jobs (crew size and hours).

B. Workplace Coaching Skills ..... 4 Hours

Outcome: ***Display coaching skills.***

1. Describe coaching skills used for training apprentices.

C. Alberta's Industry Network ..... 2 Hours

Outcome: ***Describe the role of the Alberta Apprenticeship and Industry Training Board and the network of industry committees that represent the trades and occupations in Alberta.***

1. Describe Alberta's apprenticeship and industry training system.
2. Describe the roles and responsibilities of the Alberta Apprenticeship and Industry Training Board, government and post-secondary institutions.
3. Describe the roles and responsibilities of the PACs, LACs and occupational committees.

D. Interprovincial Standards Red Seal Program ..... 4 Hours

Outcome: ***Use Red Seal products to challenge an Interprovincial exam.***

1. Identify Red Seal products used to develop Interprovincial examinations.
2. Use Red Seal products to prepare for an Interprovincial examination.

Apprenticeship and Industry Training

Alberta Trades. World Ready.

2013